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A. E. WINSHIP and A. W. BELDING, EDITORS

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EDITORIALS

Five Hundred Dollars for a Bee

This summer a bee breeder paid five hundred dollars for a queen bee. Not because it was like all other queen bees, but because it was unlike all other queen bees; because the honey in her hives was of a rare quality; because the bees in her hive were exceptionally valuable. They not only had extra sweet honey, but they did everything essential to the making of extra sweet honey exceptionally well.

The schools are beginning to appreciate that their aim is not to have each pupil like every other pupil in every subject, but is rather to find out what each pupil can do better than children generally can do.

No musician receives a large price because she can sing correctly as all great singers can, but because she sings differently from all other singers. When a singer realizes that she has artistic possibilities she learns all the details of correctness almost unconsciously. It is natural for an artist to draw a perfect circle, for a sportsman to hit the bull's eye.

No one is an artist in anything who has to learn his art mechanically. The teacher who simply marks papers for their mechanical rank will never give the world a man or woman of power.

No steer ever brought a high price because it was a shorthorn, a Hereford, an Angus, or a Galloway, but there are strains in every breed that bring fabulous prices. A Richard Fairfax Hereford sells for $50,000, and a Langwater Guernsey sells for $25,000. It is differing from the breed as a whole that sets the price. Teachers and other educators must learn to seek rare characteristics rather than an average or a median.

Few of the world's masters have had an average or a median rank in everything.

Married Women Teachers

One of the irrepressible conflicts is the professional effect of marriage upon the woman teacher. It has been assumed that the general sentiment of women teachers who have abandoned expectation of marriage is against the employment of women teachers who are married. It has also been assumed by the public generally, notably labor unions, that a married woman who did not need the salary was really robbing some unmarried woman who needed the money. Before the war the public and professional attitude had become well nigh universal against the retention of married women teachers. The war started a change of sentiment.

Apparently woman suffrage has also helped the change of sentiment. For instance, in the Cleveland Board of Education the women members of the Board of Education have championed

married women teachers, as the following from the Cleveland Plain Dealer, October 27, indicates:—

"Two teachers, dropped from the Board of Education pay roll because they married, were reinstated yesterday by order of the board with the approval of Superintendent R. G. Jones.

"Discussion of the case of the two teachers brought the charge from Mrs. Virginia D. Green, board member, that married teachers are discriminated against. Mrs. Mary C. Sanford, another board member, said she also had heard complaints of discrimination.

"Superintendent Jones declared that, under the rules of the board, every woman teacher's contract terminates with marriage, but that reappointments are made when facts warrant the conclusion that marriage won't affect teaching ability.

"'I have delegated the decision to the assistant superintendents,' Superintendent Jones said. 'The usual procedure is to require letters from the teacher's principal, the general supervisor and the supervisory assistant principal setting forth that the teacher will be effective after marriage.

"'For instance, if the married couple are living with parents or other relatives so that the teacher-wife is relieved of housekeeping routine she ought to be able to keep on teaching without loss of effectiveness. If she has housekeeping duties the chances are she will arrive at school too tired to teach.'"

Brumbaugh at Juniata

Dr. Martin G. Brumbaugh, as president of Juniata College, Huntingdon, Pennsylvania, has already attracted so many earnest student applicants that they have been turned away in large numbers. His fascinating personality plus his reputation and vigorous energy are sure to make this college overflowing in numbers and zeal. It is evident that the endowment will be raised at once from half a million to a million and the buildings will be greatly increased, for no Christian college at this time will be allowed to turn away earnest young people.

Parent-Teachers in Massachusetts

Mrs. George Whiting, Cambridge, president of the Massachusetts Parent-Teachers Association succeeds Mrs. Edward V. French of Andover, who has made the State Association a vital factor in many ways. Mrs. French has devoted much time and brilliant talent to the activities of the Association. She has made its interests her major, attending meetings of Parent-Teachers in the state and nation as an earnest student of the problems discussed. Mrs. George Whiting has been an efficient and indefatigible worker in the cause of education for several years, beginning with service on the school board of Somerville, where she was a skilful leader of many progressive activities. Mrs. Whiting has been keenly allied to Mrs. Edward V. French in all of her notable successful activities, and Mrs. French will reciprocate in promoting all of the plans of Mrs. Whiting to place the Parent-Teacher Association whole-heartedly behind educational progress.

Census of Illiterates

The United States Bureau of Education assisted by many other organizations is to make a heroic effort to reduce the illiteracy before the census of 1930. Thus the famous work begun by Cora Wilson Stewart goes nobly forward, justifying the judgment of the committee that awarded her the five thousand dollar prize of the Pictorial Review as having achieved more for humanity than any other American woman. To have kindled the spark that has aroused fifteen organizations to lend a hand in this noble work in which no one of them was active when Mrs. Stewart achieved her work in Rowan county, Kentucky, is of itself a wonderful achievement.

Secretary R. C. Moore

The executive secretaryship of a State Association is the only wholly new educational service in the world.

It is simply wonderful that so many men could be called into such responsibilities where so many pitfalls were covered mysteriously and with scarcely an exception the selection has been almost miraculously wise. We have watched this evolution with keen interest, and some successes are so striking as to justify editorial evaluation.

R. C. Moore, Springfield, Illinois, executive secretary of a state association that had many temptations to annoy an official leader, has been wonderfully, almost, one might say reverently, divinely led in his professional leadership.

Secretary Moore has demonstrated a brilliant heroism unsurpassed by anything that has come from universities or their teachers' colleges or schools of education, certainly unsurpassed by any "experts" who are supposed to be the bulwark of defence for the public schools.

The real issue before the American people is the adequate tax financing of public education, and it is fatal to have school people try to save the situation by reducing the cost of public education. One school man whining over the cost of education will do infinite harm, for he is supposed to believe in public education.

Men who always think in terms of dollars are expected to be infinitely more interested in money than in children.

We can always depend upon the voters to

take care of the viciousness of those who are always scheming to have the financing of education left to those who care infinitely more for dodging honest taxes than for the child, but it is a terrible tragedy to have assumed educational leaders temporizing with dollar-minded men.

Secretary R. C. Moore has had to face a crisis thus created, and we have known no one in recent years who has met such a crisis as heroically and as successfully as has he.

Chamberlain Recuperating

It has been difficult for us to abide by our policy "not to report accidents or misfortunes of our friends" while Arthur Henry Chamberlain, executive secretary of the California State Association, was lying in the hospital in San Francisco for two months as the result of a scrap he had with the rear end of an automobile which was disrespectful enough to crush his hip.

Now that he has so far recovered as to be taken to the family home in Pasadena on a stretcher, where he is really gaining in every way, we refer to his real improvement and not to his accident. We quote a characteristic paragraph from one of his recent personal letters:—

"I have determined that it is too dangerous, in this age and generation, to be walking around on the surface of the earth. From now on, I expect to do all my traveling by airplane—'up in the air,' where I am so frequently, and where it is perfectly safe."

Dr. Rice and "A New Education?"

Dr. Edwin Wilbur Rice is more than ninety years of age. We have known him intimately and have admired him greatly for half a century, and while we disagree with much that he says in his article, we do respect his devotion to a religious life for our young people, and we are sure that it will do us all good to read with care his criticism of what we neglect to do for youth. We are exceedingly desirous that appreciation of truth in science shall not lead us to appear disrespectful to good men who fear that truth in science will undermine the religious faith of the next generation. It can do no harm for anyone to read "A New Education?" which we are using in this issue of the Journal of Education. It may do some of us good to read it with care.

Learn to Earn

Boston offers as many opportunities to see the latest, best demonstrations of educational achievement as does any city between the seas, but she does not adventure so far ahead of the procession as do some of the newer cities. Everything in Boston is permanent and is thoroughly grounded. Boston does not experiment but does demonstrate.

There is no better illustration of this characteristic of Boston than in the Trade School for Girls, which the principal (Florence E. Leadbetter) has perfected in every detail and for which she has been given a matchless home for her demonstrations of the "Learn to Earn" education plan. We have been keenly interested in this remarkable school since its beginning in 1904 under the fostering care of public-spirited women in whose vision and devotion we have always had faith. In those days there were few students and very meagre equipment, but the spirit of the school was glorious, and we use that term advisedly. We visited frequently in those pioneer days, but as our horizon widened and every state and practically every large city from sea to sea laid claim to our attention, we lost touch with the Trade School for Girls in Boston and its growth until circumstances gave us a day in its wonderful new home in which a thousand girls a year improve the opportunity to become skilled workers with the added graces of culture and refinement. There is nowhere such a home for a trade school for girls as is this palatial building at the gateway to Boston's beautiful Fenway.

Some might call it luck, but with the tradition of my mother's devotion I prefer to call it Providence, that the most expansive and expensive residence in Boston upon which some of Boston's most enterprising business men expended limitless money—and the talent of great artists and architects—was not desired by their children or by anyone else as a home. For one-third of a million dollars, a mere fraction of the money expended upon it, the Boston School Committee secured a building infinitely finer than any that could have been built, and for a much smaller sum than would have been needed to erect an adequate school plant for the Trade School.

No young ladies in an exquisite private school, preparing for college or for a place in society, have a more beautiful, more artistic, nobler setting for their school life than have these girls from the everyday life of Boston, who are studying and working day by day in order to become skilled workers in the industries of the city.

Miss Leadbetter has had the joy of seeing the venture, launched philanthropically by a few of Boston's noble women of the Cabot-Lowell class, taken over by the city board of education, enlarged and beautified and brought safely to port.

In our issue of October 22 Miss Leadbetter gave the details of the evolution of this wonderful trade school for girls, but we wish to emphasize the beauty of the colorful atmosphere which she and her associates have created about these girls who are "learning to earn."

Boston is different. The South may smile, and the West may laugh, but there is no escape. The Trade School for Girls in Boston is simply "different."

Let's Try the Book Cure

By A. E. WINSHIP

One does not need to be a pessimist to see that something is wrong socially and religiously.

The contrast between the thrill of science in the industries and the shiver of faith in the church is so great as to be dramatic. I am an optimist to the nth degree, socially and religiously, never so much so as today, but that does not imply that I expect anything to save America if we take an educational nap, turn over and go to sleep again while the social and religious conflagration rages. Something has short-circuited. The social and religious wiring was installed before any one realized that the electric current over those wires was to heat as well as light the establishment. Short-circuiting was an undiscovered electric trick before deacons went golfing Sunday mornings, before their wives had political rallies on prayer meeting nights, their sons and daughters had evening automobile parties. There is no polite language to apply to a preacher or editor who wastes time haranguing against golf, woman suffrage, or automobile parties while leaving the old wiring to tempt short-circuiting. When I hear this socio-religious saxophone trying to get folks to prefer church jazz to theatrical jazz, I think of the man who says: "Rats set the house afire." Anything that relieves preachers and teachers of the trouble of social and religious rewiring is just "rats."

It is amusing to see how even scientists try to relieve the traditionalists of the necessity of knowing new things. They talk of a so many horse-power locomotive as though three hundred horses would carry a train sixty miles an hour; of 600,000 candle power illumination of a lighthouse in India, as though any number of candles would increase the light half a mile away. Instead of putting faith in rats as an excuse for a conflagration better look to the social and religions rewiring of the family to prevent the short-circuiting of the social and religious life of today.

The Fundamentalists and Modernists, preachers and teachers are agreed in one thing. They "pass the buck" to the family in this tragic hour, and it is so dramatic as to be comic the way a woman gains space in the illustrations of the press in proportion to the number of big alimonies she receives from several brief matrimonial experiences. Seriously, what has happened to the family? How much social and religious "candle light" is there in the substitute for "grace" before breakfast and family devotion after breakfast?

There have been no substitutes for "grace" or "family prayers" and neither will ever come back any more than the half million pounds of butter consumed in New York City each day will be churned in the family kitchen.

Unless the family is restored there is no life for the church, for society, or for civilization, and the family will never be restored by the saxophone in the choir, or hell and damnation in the pulpit. The Boy Scouts and Camp Fire Girls can restore the family if they can be enlisted in a movement to keep the father and mother at home with the children, even in an apartment, one evening a week and for one hour at twilight on Sunday, long enough to see what a twentieth century family could really look like. Think of a family in Maine or Minnesota, in Florida or California when once each week after the evening meal the mother would stop Red Crossing or Near Easting, the father would stop planning the orphan asylum he intends to build when he ceases fleecing the lambs on Wall street, or unloading lots under water in the Everglades; when the son enjoys his own sister, and the daughter her own brother for an evening. Such an exhibit will save the church and the country. It is a strain on the country to try to be quiet one minute once a year on Armistice Day out of respect for the heroic dead who died to save democracy, but the family will hardly be saved with less than one family evening at least once a week. One evening a week would stop the divorce planning of the parents and the flappering of the sons and daughters. Can it be done? Not by playing cards even when fathers and mothers play with their sons and daughters.

It can be done if fathers and mothers, their sons and their daughters, can be educated to really enjoy reading books that are owned because they are worth owning and loved after they have been read.

Isn't it possible that "silent reading" in school is making the children think it is a weakness to let any one know what they have read, almost a virtue to forget they can read it. The school is not likely to return to the traditionally stupid oral reading, but "silent reading" will be a tragedy unless some way is found to make the children enjoy letting the school know how much they have enjoyed what they have read. There was a time when it seemed necessary to provide school books for children, but the absence from the home of the school readers has been one of the factors in the demoralizing of the family.

A campaign with the slogans "Read books worth reading," "Own the books you read," "Keep in the family the books read by the family," would do infinitely more to save the family, to stabilize society, to Christianize the church than thundering denunciations regarding short skirts and bobbed hair.

Boy Scouts and Camp Fire Girls can save the family, but not by making "away from home" more attractive than staying at home. It is a noble thing to save boys and girls in the Near East, to save boys and girls in every community, but little has been done, little will be done unless we save the family as a family. Let's try the book cure.

Recent Books That Have Interested Me

By A. W. BELDING

The educator, in his professional capacity, is required to read many things that are not literature. These range from students' themes, reports, and examination papers to those textbooks, manuals of science, guides to instruction and what not which are essential to increasing the fund of knowledge or improving technique. Then there is the lore that must be dug from libraries, in humble obedience to bibliographies.

Frequently the result is that the educator is starved for the reading which is recreational or broadly illuminating.

Now it is a fact that every one of us needs to get away from the daily task more often than we do. The teacher needs this more than most other persons, not because his task is less interesting but because it is more so. It absorbs him, draws upon his personality in a thousand different ways daily. The modern educator knows full well what the Great Teacher experienced when the sick woman had touched, in faith and pleading, the hem of his robe, and he sensed that something had gone out of him. The self which is given out in power, inspiration or healing needs frequent replenishment. One must go alone into the wilderness.

Among the quickest and best methods of making this journey is—in the pages of a book. It may be a time-tested book, a classic. Or it may be one of the thousands of new books that come roaring from the presses each year. Among the classics the trained teacher has no great difficulty in finding guidance. In fact, if an old book has survived, one may feel reasonably sure it is worth reading. So the question becomes simply one of discovering among many good books those which are interesting to the individual. For there is no restorative value for tired souls in a book that seems dull. One may read, now and then, such a book and derive profit from the exercise. But the greatest profit comes with enjoyment.

The new books present so vast a problem! The teacher stands undecided before the book counters and the shelves of the lending libraries, bewildered by the profusion of titles. There is no certainty that a book will be worth the trouble of reading. So the educator draws back timidly. Perhaps his loss is but slight. Yet there is a decided value in keeping abreast of the times, in some respects at least. It is harder for those who know only ancient books to understand those who read modern ones. The educator who would remain youthful in spirit must move onward with the current, or must take occasional observations of the current, by reading a book of the hour.

There are book magazines, most of which are extremely bookish, if you know what I mean. The handiest guide is a discriminating friend who reads a great deal. Most librarians of public lending libraries are ready with helpful suggestions.

Without any pretension of expertness but merely in the hope of leading the reader of this article to some volume or volumes of recent publication which may be rewarding, I have prepared this brief list of books that I have found of interest, and somewhat more. Although each of these books possesses some outstanding merit, I do not expect any one to agree with me in liking many of them.

"DR-R-R-UMS!"

Suppose we commence with "Drums," a novel by James Boyd, which has made considerable noise in the book world. The author is an A. E. F. veteran, who has evidently given considerable study to the period of the American Revolution, not only in the colony of North Carolina, where the interest centres, but in England and in France, whither the hero goes for a season. The tale brings before us vividly the civilization of the period. The title is a bit misleading if it suggests the actual depiction of land fights. The fighting in "Drums" is naval rather than military. The historic figure of Admiral John Paul Jones is well portrayed. It carries us in imagination through a strange past in which we see real people moving. "Drums" is published by Charles Scribner's Sons, New York.

"WHAT'S O'CLOCK?"

It's no use arguing with any one about Amy Lowell. Either you like her poems or you don't. Though of course you may like some and not others, as is the case with me. This collection contains the verses Miss Lowell wrote at odd times during the last four years of her life, when her main occupation was that of producing her monumental work on Keats. "What's O'Clock" comprises some sixty-odd poems. "Lilacs" is one of the best. "What's O'Clock," by Amy Lowell. Houghton Mifflin Company, Boston.

"O'MALLEY OF SHANGANAGH."

The charm that is Erin's pervades this little book by Donn Byrne. It is sweet and sad. The glimpses of Irish country life are intimate and sympathetic. It has unusual charm of style. The plot is striking. The Century Company, New York.

Then there is

"TONTY OF THE IRON HAND."

This is a story of adventure and pioneering. The young hero is kidnapped from his home in France and transported to the New World, there to share in the trials and hardships of

La Salle and his men. Exciting narrative, picturesque description and apparent historic accuracy are combined in this novel. "Tonty of the Iron Hand" is by Everett McNeil. Published by E. P. Dutton and Company.

Next we may set foot upon

"THE MAGIC CARPET."

Mrs. Waldo Richards has gathered into a single volume bearing the appropriate caption, "The Magic Carpet," a splendid collection of poems for travelers—whether they be stay-at-home travelers or go-abroad ones. It takes the poets to touch towns and cities with the wand of beauty and romance. There is no pilot like a poet. For joy, wonder atmosphere, vision, fancy, I commend "The Magic Carpet." Houghton Mifflin Company, Boston.

"MARBACKA."

This, again, is not a novel, but a volume of reminiscences. The author, Selma Lagerlof, has won literary distinction, including a Nobel Prize. The book "Marbacka" transports one to Sweden and admits one to a family circle and to the life and legend of the country. When I laid down the volume I wished I might read something equally illuminating about many another land and people. Longmans, Green Company, New York.

I wonder if you have seen

"WHEN WE WERE VERY YOUNG."

Maybe it's for little folks, and maybe it's for grown-ups. Both like it. The reason I ask whether you have "seen" it is because it needs to be seen if one is to appreciate the charming illustrations by Ernest H. Shepard. The text is by A. A. Milne. The two of them had a happy time making such a book, which combines rhythm, understanding, humor and lightness of touch. E. P. Dutton Company, New York.

Another youthful book is

"SHEN OF THE SEA."

Herein are Chinese stories for children. Fascinating tales, these, that Arthur Bowie Chrisman has brought us. The spirit and philosophy of Chinese life are vividly conveyed in a manner that delights children, while it has been noticed that adults who read the tales aloud to young folks are far from bored. No one has to be forced to read or listen to this book. Illustrated with fifty silhouettes. A worthwhile gift for children ten to fifteen years of age, or thereabouts. E. P. Dutton and Company.

"THE PERENNIAL BACHELOR."

Anne Parrish's novel, "The Perennial Bachelor"—winner of $2,000 Harper Prize for the best novel—traces the life of an American family in a Delaware home from before the Civil War to the present day. The portrayal is realistic. It holds the attention. Humor, pathos and deep understanding of the strengths and weaknesses of human character, are evident throughout. Harper and Brothers, New York.

"CARAVAN."

In the book "Caravan" have recently been collected all Galsworthy's stories of less than novel length written between 1900 and 1923. The author himself has arranged the stories in pairs having a similarity of theme, an earlier and a later tale in each pair. In this volume one may have enjoyment and profit. Galsworthy's style is as varied as the moods in which he writes. His fancy plays about human nature. It throws a searchlight upon the human heart. His sympathy is both wide and deep. The reader of Galsworthy's tales, like the reader or auditor of his plays, must have an alert, responsive mind. Some persons feel that the time spent with Galsworthy is wasted. For them it is. He is not very generous to the smugly self-satisfied, or to the person lacking imagination. To any who have the needful equipment he is both stimulating and rewarding. So much for "Caravan," by John Galsworthy, published by Charles Scribner's Sons, New York.

"DIPPER HILL."

This is a chronicle of summer experiences on a Vermont pony farm, and is a companion volume to "The Lone Winter" by the same author, Anne Bosworth Greene. It is full of quiet, wholesome philosophy and a whimsical humor. Animals, flowers and people are the objects under the author's observant, deep-seeing eye. The Century Company.

"MARIA CHAPDALAINE"

I cannot think of "Marbacka" without thinking also of "Maria Chapdalaine," in which Louis Hemon has described so wonderfully the lives and ideals of those hardy folk who are subduing the wilderness of snows in the St. John Lake region of French Canada. The book has a charming heroine, through whose experiences one learns much of the home life, the religion, the hardships, the plain living, the industry and the sterling character of these people. The translation by W. H. Blake seems not to have lost an ounce of charm. You would not believe it a translation if you were not told. Not a this year's book. The Macmillan Company, New York.

The value of an education remains long after the cost is forgotten.

—William Wood Parsons.

The Honor of the Playing Field

Reprinted from COMPTON'S PICTURED ENCYCLOPEDIA

MANY of the great lessons of life come from the games we play in youth. The first consideration in all games is to lay the foundation for a full and splendid manhood and womanhood. We should keep, as one of the mottoes of our outdoor life, the thought that a noble mind lives in a noble body.

We should play a game for its own sake, never spoiling the spirit of all true games, nor lowering the dignity of all true manhood, by playing it for profit, at the expense of somebody else.

Our games are our own lessons in noble things. The playing field is in truth the High School of life. It is there we find the great distinctive qualities that mark the men of the English-speaking race all over the world. No American boy can be healthy and whole and miss the laws of honor. They ring through every school that is worth the stuff it is built of; they are blazoned as in letters of fire over every playing field worth walking on. They are among the oldest things in the world, and they will last as long as the human race.

We must think of the game and not of ourselves. That game is lost in which one member of the team seeks his own glory. The unity of all for a single cause, each playing his part for the general end, is the condition without which no game is won. Chivalry, the surrender of self, obedience to the law that holds the team together—these things grow naturally with every game we play, and we should cherish them as a part of ourselves. We should be staunch and loyal and true; our comrades must be able to rely on us.

Especially should we be good losers; we should yield the palm with grace and cheerfulness to a victor who has played the game, leaving haggling, grudging, and quarreling to meaner souls, and not spoiling the temper of a game by claiming doubtful points or insisting on little rights. We must not strain the rules of a game so that the keeping of them breaks the spirit of them; we should be willing rather to lose a thousand games than win one by the shadow of unfairness. When the time comes, as it comes in all games, when nobody could see if your play were unfair, you will be glad to know that your loyalty is above suspicion, and will do the right thing as quickly as a lightning flash.

The sad side of human life, made up of cunning and intrigue, of seeking selfish ends at any cost to others, of preferring our vainglory rather than the achievement of a common good, of shutting our hearts to the troubles of others so long as we are prospering, has no encouragement on the playing field, where only the flower of life, and not the weed, can grow. We must be loyal, or the game is lost. We could never be mean enough to withhold the applause that belongs rightly to the victor.

The life of the world itself calls for those qualities in us which spring from the holding together of the team. If we hold together in the nation as we hold together in the team, in the boat race, in the tug-of-war, we shall give back to the nation a hundredfold the talents entrusted to us. Thus there grows up in us with our play that part of our life which makes the difference, as the years go by, between the men who help a nation on, and the men who pull it back. If we are loyal to our team, to our school, we shall be loyal to our town and to our country. **The very beginnings of patriotism lie in our games.**

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Researchers and Their Critics

By G. M. WILSON
Boston University

"The Gold Dust Twins" was a very clever article. Much of it was pure humor, and all laughed together. But it so happens that there is real truth behind much of the article, and equally true is it that there is glaring error behind some parts of the article.

The idea underlying the socialized recitation is correct. Much of the practice has been very bad. The primary idea in the socialized recitation is pupil participation, pupil initiative, pupil thinking, to the point of application. All of this means a functional type of education. It means more than that; it means that the spirit of the schoolroom is to be changed from the old autocratic spirit of dictation to one of thorough, co-operative endeavor.

And the spirit of the school is very fundamental. Someone has said that the indoctrination of the German people was brought about just as much by the method of teaching as by what was taught. The method was that of dictation from above. Pupils were taught what to think, and were not expected to show any initiative. Subserviance to authority and the constituted leaders was what was sought on the part of the state. Obviously this should not be the method of democracy. The change must be fundamental. The centre of interest, thinking and initiative must be transferred from the teacher to the pupils.

But the comedy of the socialized recitation movement came when enterprising promoters sought to accomplish the revolution by mere change in form. The election of the pupil president, but the continuation otherwise of former methods—fact mastery, textbook procedure—has effected nothing except to replace a good teacher by a poor one. Those who attempted a mere form of class organization without getting the spirit of the socialized recitation failed miserably. In fact, we have now learned that change in form is not necessary and frequently not desirable. The teacher can continue as leader, delegating to groups, committees, the class as a whole, full power of initiative and full freedom to pursue worthwhile aims to the point of thorough understanding, at such rates as the pupils' ability and interest may determine. The author of "The Gold Dust Twins" apparently missed the heart and real significance of the socialized recitation. He was content to poke fun at those who misunderstood the movement.

The project method has run a course somewhat comparable to the socialized recitation. So much poor teaching and failure has developed under the term "project method" that the authors of the term have been willing to recall it and quite anxious to forget it. In the meantime all sorts of farces under the name of project method continue. Manifestly this could not happen if our teaching body were a thoroughly trained professional group. The lack of professional training is not confined to any particular layer or stratum of teachers. It is doubtless least in evidence in the colleges and universities and most in evidence among grade teachers.

The essential principle which those originally applying the term project method to ordinary school work had in mind was Dewey's "Doctrine of Interest," or as more recently expressed, "the principle of motivation." This is a fundamental principle. It means that the child sees the use and value of the work which he undertakes. It means that the work is connected with his present interests. It is connected with his instincts or life urges. Time is taken to develop a feeling of need until it becomes strong enough to lead to desire and choice on the part of the pupil. It is evident that this principle is fundamental to good teaching. It is much in evidence here and there throughout the schools from kindergarten to the university. Our best teachers do now and always have used the principle, but due to the lack of fundamental training, many teachers even though they label their work motivated, problem, or project method, do not understand the principle, and do not apply it in their work.

The comedy (or, mayhap, the tragedy) of the situation is that we do have teachers all the way from kindergarten to university who do not understand the fundamental doctrine of interest and who proceed by a telling, dictating, memorizing method, seeking to impose an education by authority or by mere lip service. Doubtless much of the dislike of the common laborer today (the man who as a boy dropped out of school as soon as he could get out) for teachers, schools, and intellectual things in general, is due to the unmotivated procedure, buffeting and bullying, which he endured as a pupil in the grades. And if he in turn now seeks to bully and dictate through strikes, soldiering and similar methods, possibly the schools and their spirit are largely to blame. But this is slightly beside the point of the article.

The point of the article is that the principle of socialization in the school and the principle of motivation which underlies the project method are vital principles. They are not to be laughed at. They are fundamental to the effective accomplishment of the school's purposes. It is a matter of very great concern, however, that so many teachers have failed to catch the spirit of these fundamental principles, and have continued in their schools a type of practice which should be a matter of deep regret rather than merely a matter for jesting.

Personal and Professional

WILLIAM J. LONG, author of "Outlines of American Literature," and joint editor with Mary L. Wheeler of "Readings in American Literature," to accompany his "Outlines of American Literature" (Ginn and Company), is one of the highly interesting writers and lecturers on literature, on frontier adventure, and on nature. He established his reputation as a fascinating writer and speaker on animal life. Of late he has detoured into "Frontier Life" in Maine and New Brunswick, but all the time he has been a captivating writer and lecturer on authors and their writings. He is critical in an interesting way. He is never a slave to traditional opinions of literature, having a decided individual opinion upon all authors, and does not consider either verse or prose masterful because others have so ranked them. All this makes his twenty-five pages of notes attractive. The twenty columns of pronouncing index of authors and selections are of especial value.

The selections are grouped as: The Colonial Period, Revolutionary Period, Literature of the New Nation, Period of Conflict, The All-America Period, and Books and Writers of the Present Day.

H. C. SHADWELL, supervisor of music, Huntington, West Virginia, gets the most astounding results from a boys' school band that we have heard. At the meeting of the State Association the band put on a program that for spectacular and instrumental effect was beyond the reach of one's imagination had he not heard it.

ALVA OTIS NEAL, registrar of the State University of Arizona, for several years one of Indiana's prominent and efficient educators, died at Tucson recently. He was highly esteemed in Arizona. He was one of our personal friends whom we greatly miss at the State Association this month.

DR. ROBERT A. MILLIKEN, head of the California Institute of Technology and winner of the Nobel prize in physics, has been appointed chairman of an American committee of scholars organized to further international intellectual co-operation. The committee is to be allied with the International Institute of Intellectual Co-operation, recently established at Paris.

MISS MARY CHANNING COLEMAN, physical director at the North Carolina College for Women, Greensboro, is rendering inestimable service in many states. Here is a sample of her message on physical education:—

"Play teaches brotherhood. The first real steps toward creating a world brotherhood, and there can never be peace between nations until the men and women of nations feel a kinship with other nations, have been taken by the Boy Scouts of the nations.

"Americans have taken their ideals of sportsmanship, their ideals of square play to the Orient. First, of course, they taught the great American game of baseball, and it was difficult to get two teams to finish a game. As soon as the losing team saw it was facing defeat, possibly in the fifth inning, the players would walk out, rather than face the disgrace of defeat.

"Finally the Americans put over the idea of sportsmanship, of seeing the thing through and accepting defeat gracefully.

"The Americans have learned from the Orient the art of wholesome relaxation, a thing that if it were general would make American men and women a stronger, sturdier lot.

"Play will break down the class barriers, and the best examples of this are found in the old countries, where class distinctions are so much more finely drawn than in America.

"Play will bridge the chasm between generations. If fathers and mothers played more with their sons and daughters, there would be a greater understanding between them.

"A wholesome sort of comradeship is also induced by play. The girl who slips out of the house and goes joy riding with a boy, is not doing it because she deliberately wants to do wrong, but because of the urge for joy, the urge for play and comradeshp. Give that boy or that girl the proper kind of amusement and play, and there will be less to condemn in the younger generation."

MABEL V. WILSON, classroom teacher, Seattle, is keen and brilliant on any program. We heard her report to the teachers of Seattle on the Indianapolis meeting of the National Education Association and it was sparkling and illuminating.

ERNEST HORN, State University of Iowa, has listed 44,100 sounds that will spell c-i-r-c-u-s phonetically. Some of the spellings are far-fetched and ludicrous, as for instance "psdoquoise" and "schyrrchos."

"The student of spelling must practically memorize individually every word he learns to spell. He cannot follow a rule of sounds. Two and three always makes five in arithmetic, but spelling is purely arbitrary. There is no rhyme nor reason for it."

W. M. MARR, superintendent at Millinocket, is president of the Maine State Association. His town, for its size, is probably the most progressively alive of any in the state, if not in New England. His election was a tribute to the town as well as to him personally.

A New Education?

By EDWIN WILBUR RICE
Philadelphia

Why does this title end as a question? Because proposed changes in education, in methods and subjects are so numerous that if effected, the reconstructed system will appear to many a new education.

The agitators point to "starling increase in crime and criminals among youth—many school graduates,"—"the widespread lawlessness in these and other classes,"—"even British bandits take lessons from and have adopted vicious strategies from America,"—"to the multiplied grounds for divorce,"—to "broken homes,"—"schemes to enable persons to run into debt with no ability or intention to pay,"—"spending millions of dollars yearly upon unnecessary luxuries—often harmful to health."

It need not surprise us to hear that there must be serious defects and dangerous weaknesses in our methods of public education. Time, energy, and thought are concentrated without stint upon physical, intellectual, scientific, and literary attainments to the exclusion of the moral and religious development of character and to instruction on the right use of the power that knowledge bestows. The latter ought to be done and not leave the other undone. Methods in education rated by results reveal their true worth.

Specific charges are voiced in almost bewildering numbers by thinkers of varied occupation from the intelligent tiller of the soil to the head of the college and university. "Education has become a difficult moral problem." "Some modern philosophy confuses moral values." "Distinctions between virtue and vice are blurred." "One man chooses to live like an animal; another would live like an angel." "It is all a matter of taste."

We are told that public, private, and official graft costs Americans billions of dollars annually. The United States solicitor reports that crime and criminals increased four hundred per cent. in ten years, and is still mounting upward. There were seventeen times as many murders in the United States, per unit of population, as in Great Britain. "Organized crime cost the Nation three and a half billions of dollars, and the indirect cost a billion more. Police reports show that seventy to seventy-five per cent. of these crimes are by youth under twenty-five years of age."

What is the cause? Certain classes of youth refuse to learn at school unless it helps to make them more expert to break over all restraints of home, society, and state. Their ideal hero is the uncaught leader of a gang of burglars and bandits. Instruction in the right use of knowledge and its power is practically ignored in public schools and state colleges and universities. They play the dog in the manger—do not teach morals or religion themselves nor allow time for their teaching outside without robbing youth of needed time for sleep, recreation and meals. We mistake a crowded course of study and "cramming" for wisdom. One may abound in knowledge and not be educated. The object of education is right character, virtue. It is to gain a knowledge of God and His works. Education that fails in that makes a fatal failure.

The Remedy: It is not necessary to outline the various ways proposed for a remedy. The main object is obvious. "Stop turning out a generation of criminals." To outlaw crime and vice only masks them. We must dry up their source. Even the state must insure respect for law, but mere knowledge will not do it. Promote moral culture—not make more laws. We have more laws now than we can enforce. Intelligence is not enough.

People need not more means or profit, so much as more morals and piety; not more comforts, so much as more, the Divine Comforter; not more Leagues and luxuries, so much as more love; not more Councils, Commissions or Compacts, so much as more enlightened National and International conscience.

Restore the study of moral and religious literature, including the Bible. Teach every generation the three foundations upon which modern civilization rests—the history and literature of Greece, of Rome, and of Jerusalem. Acquaint the youth with the best that Socrates, Moses and Justinian's law code gave to the human race, and cap that with the truth, love and knowledge of God revealed by Jesus Christ. Combine all knowledge of matter, mind and spirit. But put the strongest possible emphasis upon cultivation of moral, ethical, and religious character. For the fundamentals of education cover moral and spiritual virtues, as truth, duty, faith, service, hope, honor, self-control, love to God and to man.

Let statesmen and Christians co-operate to secure the most intelligent and truly righteous citizenship. Do this thoroughly and you will remove all dissatisfaction, and avoid future disaster. But a nation steadily breeding "sharpers" and corrupting the youth, a minority only moral, is on a toboggan slide to decay.

"The Help of the Lord, Common Sense and a Cow"

It was the morning after a tragic storm on the Maine coast that Captain January saw a spar afloat with a human form lashed thereon. When with almost superhuman strength and skill he brought it along the shore of his lonely rock-ribbed island he found a living babe nestled in the death embrace of the lifeless form.

The next day, having prepared a grave for the mother's body, Captain January went ashore and got the village parson to give the mother of the babe a Christian burial.

That done the parson proposed taking the baby girl over to the village, where some good motherly woman would care for her.

"Oh, no," said the Captain, who had sailed over all seas for several years before he settled down on this lonely island. "The Lord sent the child to me. If he had wanted a good motherly woman to bring her up he would have sent her to the motherly woman."

When the parson expressed incredulity Captain January said: "All that is needed to bring up a child is the help of the Lord, common sense, and a cow. I know now why I have the cow, I am old enough to have common sense, and the help of the Lord is lying around loose."

"Captain January," by Laura E. Richards, has had a sale of a hundred and twenty-five thousand copies, and a new charming "Baby Peggy Edition" is issued by L. C. Page & Company, Boston. There are few stories that are as popular today as when written, as this was, thirty years ago, by the brilliant daughter of Julia Ward Howe, but our present interest is not in the literary charm of the wonderful story, but in the famous essentials for the bringing up of a child.

The cow is indispensable in the case of a baby. The warm milk which Captain January gave the babe, which he took from the lifeless bosom of its mother, was absolutely necessary, and too much cannot be said of the virtue of the milk in that emergency.

We hope every one who reads this will read the story of "Captain January," for there you will see that the Captain's common sense, from the moment that he saw that spar afloat to the hour when he shielded the maiden from a suspicion that his last voyage was soon to be over, was as essential as the cow.

And Captain January never doubted that his having a cow on the island on that fateful morning was due to wisdom above his own.

We write reverently when we say that in the year before us educationally it is quite as important that teachers exercise their common sense, quite as vital that they are prepared in faith in the unseen power above and beneath and about us as it is that we know psychology and philosophy and pedagogy.

Subject methods are highly valuable, some of the wisdom of the psychologists and philosophers is important, the lessons from the experiences of other are as necessary as was the milk of that cow when the wave-washed babe was brought to the lonely cottage, but all the genius from Comenius to John Dewey has not produced any wisdom that can be used effectively without the common sense of the teacher, principal, supervisor and superintendent.

It was not the cow that made a lovely, wholesome, noble girl and maiden on that island with Captain January. It is not psychology or pedagogy that will make noble boys and girls, brilliant and masterful men and women out of the twenty million children in the schools of the United States this year, but the use of professional preparation with intelligent common sense.

And we are more and more impressed that nothing is so dependable as a sense of responsibility to a power that has been from all eternity, that will be for all eternity.

Nothing can take the place of a sublime faith that if we cultivate common sense in the use of human wisdom the children of today will be prepared to pass on to their children and they to their children the hope, the faith, the joy that will give life here the heavenly hue of the hereafter for which we hope.

Few things compare in usefulness with an active, retentive memory, and one of the best methods of strengthening it, is the habit of learning by heart passages we admire from authors, both in prose and verse. Many of us live to grow old; if we do, our minds, if not ourselves, grow lonely; at such times the recollection of great thoughts, of lovely images, of musical words, comes to us with a great comfort, with an innocent pleasure which it is difficult to exaggerate.—Lord Coleridge.

Jottings by the Wayside in Japan

By L. H. PUTNEY
Boston

It is a beautiful cool August morning—a most pleasant relief from the rain and humidity of Nikko and Karuizawa, and from the heat and dust of Tokyo and Osaka and Kobe. We are crossing Japan's rightly famous Inland Sea, threading a tortuous path amid isles too many to count, to say nothing of fleets of fishing boats varying in size from the tiny square-sailed sampan to great three-masted schooners. Once more I am wondering what message to send to Dr. Winship's readers—this time from Japan, the empire of magic change.

First, just a word as to the geography of the country. Japan proper consists of four large islands together with two groups of smaller ones, and reaches from the Tropic of Cancer in the south to beyond the fiftieth degree of north latitude in the north. This may be understood better by saying that the distance by rail from the northeastern corner of Hokkaido (the northernmost of the four islands) to the southwestern corner of Kyushu (the southernmost of the four islands) is approximately the same as that from Boston to Galveston or from Chicago to Reno. Japan has an area about equal to that of New York, New Jersey, Pennsylvania, and Ohio combined, and a coastline so indented that no part of the country probably is more than one hundred miles from the sea.

Almost the first impression one gathers as he travels into the Japanese hinterland is the overpopulation of the country. In actual density of population Japan is exceeded by only Belgium, and England and Wales, but when one recalls that over 70 per cent. of the land in those countries is habitable, while only 19 per cent. of that in Japan may be so considered, Japan becomes at once the most densely populated country in the world. According to the census taken at midnight, October 10, 1920, Japan had a population of 55,963,053, or about one-half that of the United States with its twenty times greater area. How these millions shall eke out an existence within such cramped quarters is the crux of the whole so-called Japanese question. Just what it means may be realized by picturing two billion and a quarter persons (500,000,000 more than the total population of the earth) making a living within the limits of our own country, instead of only 105,000,000 as at present. It is too terrible even to think of, but that is Japan's problem right now. A peculiar thing about her population is that less than 1 per cent. of it is found outside villages having under five hundred inhabitants. Indeed, at the time of the last census Japan had sixteen cities with a population in excess of 100,000, and fifty-nine others with from 30,000 to 100,000 inhabitants. For administrative purposes Japan is divided into fifty-seven districts or prefectures, corresponding somewhat to our states.

When we travel through Japan and remember it was less than seventy-five years ago that Commodore Perry induced the Japanese government to permit foreign ships to enter its ports for trading purposes, and then see everywhere the evidence of what we call modernness, we have to admit that probably these little yellow people have made the greatest progress ever recorded in any like period of time. And the end is not yet, for, even in the two years that have elapsed since our last visit to Japan, it is easy to observe many changes, not the least of which is the increase in number of automobiles. With the widening of her roads and the lowering of her almost prohibitive taxes on automobiles (720 yen a year, equal to $300 for keeping a Ford car) she will surely jump from the bicycle stage to the motor, much as she has from the jinrikisha to the trolley car.

Japan is thoroughly committed to public education. As early as 1872 an Imperial Rescript declared that "Henceforward education shall be so diffused that there may not be a village with an ignorant family nor a family with an ignorant member." And when you see the many bookshops in even the smaller towns and learn that Japan has several daily papers with a circulation running into hundreds of thousands (the Osaka Mainichi has over 700,000, and the Nichi Nichi in Tokyo falls not far behind) you feel that this was no idle dream. It matters not where you go in Japan you will find schoolhouses, usually big unpainted, one-story, barracklike buildings built around an open court, and containing many classrooms equipped with very simple home-made seats and desks as well as a limited supply of blackboard. Not infrequently on the outside will be seen playground apparatus resembling our teeter boards, slides, etc., all home-made, of course.

So essential are schools in the life of the Japanese that less than a year after the earthquake of September 1, 1923, which leveled the whole of Yokohama and fully two-thirds of Tokyo, a city nearly as large as New York, schoolhouses had arisen phoenixlike from the ashes in numbers sufficient to care for practically all the children of school age (six to fourteen years). Indeed, as far back as the school year ending in March, 1921, throughout Japan proper over 99 per cent. of the children of school age were attending school. Few communities in our own country can boast of such a record, even though public education

with us was old before Japan had started with hers.

In the primary schools, which have a required course extending through six years, there were enrolled eight and a half million children who were being taught ethics, Japanese language (reading, spelling, and writing), arithmetic, Japanese history, geography, natural history or nature study, drawing, singing, and gymnastics. Just what this means may be better appreciated from the fact that during the preceding school year over seventy million copies of the textbooks compiled by the Momboshu, or Department of Education, were published. Besides the primary schools, which are free to all, the Japanese educational system includes so-called *middle schools*, corresponding to our high schools, *higher schools*, institutions resembling somewhat our normal schools, and junior colleges, five universities, and forty technical schools specializing in trades, agriculture, and commerce.

While primary schools are provided for both girls and boys (where numbers permit the sexes occupy separate classrooms although in the same building) the middle schools admit boys only. So eager are the Japanese for higher education that only about one-tenth of the boys eligible for matriculation can be admitted to the middle schools. Graduation from these schools renders one eligible to enter certain ranks of the civil service. Here may be the reason why candidates for admission take to heart so severely failure to pass the entrance examinations, purposely made unreasonably hard, that not infrequently they commit suicide.

The course in the middle schools extends through five years, but at the end of the fourth pupils may take the examinations for the higher schools. Classes are limited to fifty with one-hour recitations. Since all pupils below the fifth year must attend school 220 days in the year, these schools like the others in the system operate six days in the week. The school year begins in April and consists of three terms, separated by a long vacation extending from about July 15 to September 1, and a shorter one starting near the end of December.

To encourage better teaching of physics and chemistry the Imperial Government spends annually 207,000 yen (the yen now is worth about forty-two cents) in aids for laboratory equipment. English is a required subject in all the middle schools. Except for about one hundred foreigners employed to teach English, all the teachers are Japanese. As each foreign teacher usually teaches in several schools, often in near-by cities, such as Osaka and Kyoto, it commonly happens that a pupil has only one lesson a week from the foreign teacher and five from Japanese teachers. As a rule the foreigner devotes himself to speech and the native teacher looks after the translation and composition. During the last three years great emphasis has been put on learning to speak English. In 1922, through the generosity of a wealthy Japanese, a London linguist was brought to Japan and attached to the Momboshu as an unofficial linguistic adviser. For three years native teachers have been instructed in English phonetics through summer schools as well as bulletins and books, and already one sees the effect in the greater ability of young men to speak in English. Three years ago on the occasion of our first visit to Japan, outside of tourist centres we found it almost impossible to make ourselves understood in English, or to get any information in that language even from those who had studied it several years, but this is no longer true.

Although girls are not admitted to the middle schools, special high schools are provided for them, but with standards much lower than those of the middle schools. Two years ago we visited the Fifth High School for girls in Kyoto. English was being taught objectively by the aid of charts prepared by the teacher. We remember well the music class which was doing work in sightsinging much as in the United States except for the continual use of the piano for accompaniment.

Incidentally, we might add that the Japanese are very fond of music and have good voices. Recently at Karuizawa, a small town in the mountain district of central Honshu, we met a little boy and girl walking down the road, hand in hand, singing a song that almost reminded us of home. Because the Japanese are taught that low conversation is essential to good breeding, due in part to the nature of their homes, teachers do not have to overcome the tendency to shrill singing as in our country.

In most of the girls' high schools domestic science and art are important subjects. Many of the students come from afar and are lodged and boarded in the school compound. They study and sleep in the same room. For study each girl has a little table which stands less than a foot from the floor. At night thick soft mats are taken out of closets and placed on the floor, just as is done in the homes. Then the girls slip on their night kimonos, and rolling up in thick padded blankets go to sleep on these mats, a dozen or more girls in the same room. In the school that we visited they sat on benches at long tables for their meals, somewhat after the western style.

In this connection let us mention one invariable custom in Japan. Whenever a person enters a house or temple or school he must remove his shoes or sandals and don soft house slippers. At the entrance to all schools there are shelves or little individual drawers in which the children put their sandals when they change to the slippers. On a recent visit to the primary school at Karuizawa an amusing thing happened. For foreigners and for the Japanese who wear shoes, woollen slipovers, something like our socks, are usually

provided, and they are pulled on over the shoes, thus doing away with the necessity of removing the latter. It happens that at this school the slipovers they had provided for their Japanese visitors were far too small for American feet, so after some conferring, we were finally invited to enter, shoes and all.

When you visit a school in Japan you must expect to be offered tea, which is kept ready all the time. Japanese tea is almost colorless, and is served in small cups without handles, and without either sweetening or milk.

In the primary schools principals are paid about 2,000 yen a year; teachers, from forty to fifty yen a month. About one-third of the teachers are women, but the percentage is continually increasing. The women wear a uniform consisting of a long pleated skirt, usually maroon or dark blue in color, and a sort of loose waist made along kimono lines. In the middle schools the average salary is ninety-two yen a month. Whereas formerly the teachers were old men, highly respected and venerated for their supposed wisdom, now many are young and incapable of commanding any special respect. As a result discipline is lax and strikes in the universities and higher schools not infrequent.

After three years spent in the higher schools, students may take the examinations for the universities. Both girls and boys are admitted to the higher schools. Girls may also matriculate for certain courses in the universities. The older universities in Japan are the Imperial Universities at Tokyo and Kyoto. The one at Tokyo since its foundation in 1877 has sent out 2,567 graduates with the degree "gakush," which corresponds to the M.A. conferred by our western universities. This great school before the earthquake wrecked its plant had nearly six thousand students distributed through seven colleges, and over five hundred instructors, all of whom were Japanese, a high compliment to Japanese versatility. At present new buildings are going up all over the campus, so that except for the loss of its library (the largest in Japan) the devastation of two years ago may prove a blessing in the end. For the rebuilding of the library John D. Rockefeller has given the University three million yen.

The cost of public education in Japan is more than 200,000,000 yen a year. Most of this money comes from the provincial or communal treasuries, but from time to time special grants are made by the Imperial Treasury or from the Emperor's privy purse. For example, on the occasion of the Prince Regent's wedding in February, 1924, the Emperor donated 1,000,000 yen to the so-called "ragged school fund" to aid children of parents too poor to send them to school. Small grants were also made to certain private schools, Christian and otherwise. Included in the budget each year is the item kyugakusei, scholarships awarded Japanese teachers to enable them to study abroad. In 1921 no less than 273 promising young men were attending school in western countries as a result of these scholarships. We were unable to ascertain just how far America's anti-Japanese policy was responsible for the very strong drift toward English and continental universities. It is a fact, however, that only forty-four students elected that year to study in the United States, as compared with seventy-four that went to England. France ranked third with thirty-four students and Germany fourth with twenty-five students. From the standpoint of American influence in Japan it is highly desirable that as many as possible of these young men should study in our country. Because Mr. Palmer came from England as linguistic adviser to the Momboshu, English methods are dominating the teaching of English in the middle schools of Japan, and this in spite of the fact that the United States is much nearer geographically and by far her best customer.

In conclusion let us say a word about the mission schools in Japan. Although measured by the number of adherents Buddhism is the national religion of Japan, there is absolute religious freedom. Buddhist temples, Shinto shrines, and Christian churches stand equally before the law. Graduates of mission schools of middle school rank are eligible to the junior civil service, but to enjoy this privilege these schools must meet the standards set for the government schools and exclude all religious instruction. Except in their higher work there is a strong disposition on the part of the mission schools to use the same textbooks used in the public schools. Like other private universities, those maintained by Christian denominations are on the same basis as the government institutions, except that they must deposit with the government 100,000 yen for each of their several schools.

On the whole it begins to look as though the need of mission schools, except as training centres for Christian workers, is passing in Japan, much as has that of denominational academies in the United States. Many persons hold that with a few exceptions the government schools of different grades are really more efficient than those conducted by private enterprise. In this connection it is interesting to note that one of the largest American missionary societies is reported to have decided to withdraw gradually from Japan, believing that the Japanese Christians should now finance their own evangelical work.

Creating a Taste for Literature

By A. W. BELDING

Some day—if I do not previously organize a "Society for the Prevention of More Organizations"—I should like to start a "Society for Protection of the Young from Teachers Who Make Them Hate Literature." For a high office in the latter society I shall nominate Marian A. Dogherty, a teacher in the Hancock Junior High School of Boston, who is revealed in the pages of her book, "Literature in the School,"* as a teacher who loves literature and can make children love it.

The volume is an inspiring one for the teacher of literature to read and possess and read again. It should help some teachers to appreciate the opportunity which is theirs in having so delightful a subject to teach.

The actual results of the methods employed in teaching the college classics, so called, have long been in dispute. Did the study of these literary samples cause the boy or girl in later life to read more of these writers or others equally worth while? Or did the study create a distaste for further reading?

Miss Dogherty doesn't settle this point. But she does plead with convincing earnestness for abandonment of whatever makes the study of prose or poetry a bore. Notes in the back of a book—notes that have a pedantic or philological interest only—are neatly berated. Why should notes be tucked away out of sight, anyway—why not put them at the bottom of the page? she asks.

Miss Dogherty would draw a sharp line between the technical study of language and the literature which represents the romantic, humanistic side. "The literature teacher is there to create; to create book lovers," she says. But she does not stop there. She shows them how it can be done.

The book has but four chapters: "Cultivating a Taste for Poetry," "The Appreciation of Prose," "Do Young People Enjoy Shakespeare?" and "Suggestive Lesson."

It is an inspirational treatise on this important subject. It embodies much that can be applied by any good teacher of literature to her own work. But, most of all, it impresses the need of making the literature hour a happy one—the need, in short, of drawing pupils rather than driving them. The author condemns the practice of assigning passages to be memorized by young children before the children have any idea what the quotation means.

Of course there are teachers, so classified though they don't deserve the title, who couldn't be improved by reading twenty such books. They know their way is perfect and they are quite sure that if it doesn't make John and Janet just dote on books for the rest of their lives, the fault is with John and Janet. The rising generation eagerly awaits some funerals.

Meanwhile, a number of literature teachers, scattered throughout the country, have caught the vision of what can be done, and others are going to catch it—especially if they will expose themselves to the ideas in Miss Dogherty's delightful manual.

* "Literature in the Schools," by Marian Agnes Dogherty. Little, Brown and Company, Boston.

THE LITTLE THINGS

By GRACE HAINES

Oh, it's just the little homely things,
The unobtrusive friendly things,
The "won't you let me help you" things
That make our pathway light;
And it's just the jolly joking things,
The "never mind the trouble" things,
The "laugh with me, it's funny" things,
That make the world seem bright.

For all the countless famous things,
The wondrous record breaking things,
Those never can-be-equalled things
That all the papers cite,
Are not like little human things
The "just because I like you" things
That make us happy quite.

So here's to all the little things,
The "done and then forgotten" things,
Those "Oh, it's simply nothing" things,
That make life worth the fight."

Book Table

STUDY-PERIOD PROJECTS. By Elda L. Merton, assistant superintendent, Waukesha, Wisconsin. Test and Practice Exercises in Silent Reading. In envelopes, Grade One, Grade Two, Grade Three. Chicago and New York: Laidlaw Brothers.

The school of today has a different mission from the schools of any other period of American education, and a textbook author must have a different message from that of the past, and Miss Merton is demonstrating both genius in visioning the new mission and masterfulness in the presentation of the new message.

The new mission of the lower grades, as Miss Merton sees it, is to have little people learn how to learn to read so as to know what the lesson is really about and at the same time demonstrate that he knows what the reading is all about.

Her message to the teachers is to have the children learn more when she is not hearing them recite than they learn when they are reciting, and how to have them show clearly what they have learned from their reading without wasting her time or their time telling what they have learned.

As you read what I have said you will either let it slip off your thought as water slips off a duck's back, or you will say that we give Miss Merton credit for doing the impossible. We have not half told what Miss Merton makes it possible for children to learn without any help from anyone, nor the ease with which the teacher can learn what they have learned from their reading without having them tell her, without taking the children's time or any appreciable teacher's time.

Wireless telegraphy is a good illustration of Miss Merton's genius. Just as Marconi discovered a way to send words without using the old-time telegraph wire so Miss Merton has discovered the art of having children tell what they have learned without telling what they have learned by using the time honored recitation, or the traditional method of expression.

We are sure that Miss Merton is making as great a contribution to the child's learning to read silently as photography was when it gave a perfect likeness without the artist's brush or pencil.

And it is all so simple—great things are always simple as air is simple—that any teacher can set it in action, any child can make it function just as a high school lad can make a radio set and talk with his mates.

It secures immediate interest of every child and maintains sustained interest through mental alertness and physical activity without making the slightest draft upon the mental or sympathetic activities of the child.

From the very first the child *thinks discriminately*. In every study period each child is *creative* and *constructive*. He learns to use language personally as well as to read language that others have used.

While the study period is mass or group work, it is *individual thinking and learning* for each child.

We will try to convey some slight idea of the general scheme by referring to the "Phonic Ear Training Device" which is as distinctly a new pedagogical scheme as the spark plug was in the creation of the gasoline motor.

There are 198 small pictures. When the child is asked to find pictures of things that begin with a certain sound, for example "b," he hunts through the pictures to find those which begin with this sound. He may find some or all of these pictures, "bed," "boy," "baby," "bee," "bird," "boat," "book," "ball," "bat," "box."

No cross-word puzzle is more alluring to his mother, or grandmother, than finding pictures the name of which begins like "duck," "dog," "donkey," "doll," "dove," "door," "domino," "deer," or "drum."

As the child increases in skill he finds pictures of words beginning like "church," "chick," "child," "chain," "chair," "churn," "cherries," "chimney."

The study period in which these 198 little pictures are on the desk of each child is no more entrancing than is any other of the plans for teaching silent reading.

TEACHING: A BUSINESS. By Marion Greenleaf Kirkpatrick. Boston: Little, Brown and Company. Price, $1.40.

Here is a readable volume, containing, as its sub-title indicates, "Practical Suggestions as to School Management." The suggestions are presented informally, in word pictures of a number of teachers whom the writer, as a school superintendent of many years' experience, has met and observed. The teacher will find many points of good and bad teaching emphasized. Among the chapter heads are: "Being Happy," "The Smile That Saved a Life," "The Boy Who Could Not Learn." The closing chapter is on "Teaching, a Life Work." In anecdotal form it presents a strong case against entering the vocation as a life calling—the intention being, no doubt, to discourage at the outset those who are unwilling to face the hard facts. The book is one to awaken thought, and may well be in the hands of all teachers who are at all amenable to the influence of a helpful and interesting manual. There is nothing unprofessional in the book, despite the word "business" in its title.

BEGINNING THE CHILD'S EDUCATION. By Ella Frances Lynch, founder and director of the National League of Teacher-Mothers. Cloth. 200 pages. New York: Harper and Brothers.

Ella Frances Lynch has been an interesting and persistent champion of her original ideas for several years—we courteously avoid saying "many" years. She has attained and maintained an heroic educational personality. She has never asked any one to agree with her. She simply pities those who do not agree with her.

She does us the honor to quote in her Preface a sentence that we are proud to have written: *"The home is the greatest unused educational asset in America today."* The tragedy is that there has been no way for society to cash in on that asset.

Miss Lynch has created a plan by which she is distributing to many American homes education health germs. Her Correspondence Course with Mothers is of inestimable value to homes that write her freely about their perplexities with their children of pre-school age, and "Beginning the Child's Education" is the ripe fruit of several years' experience in such letter writing. The plan is a series of letters with a mother about her three-year-old Esther, a really wonderful portraiture of a mother's perplexities, and it presents in a remarkable way innumerable sentences of rare wisdom on pre-school education. We select a few sample sentences taken literally at random: "Unless each stage of growth is perfected in its season, the succeeding stages must necessarily be imperfect. . . . Obedience is an acquired habit, the outgrowth of repeated acts of enforced obedience. . . . All education, every exhortation, all punishment is in vain when the good example is left out. . . . You are taking your responsibility not too seriously, but too intensely. You must not get tense. . . . You must not allow circumstances to take command of you. . . . Nervousness is a sign of weakness instantly read by the child and used by her to gain the upper hand. . . . Nothing saves force like silence."

THE ADMINISTRATION AND SUPERVISION OF THE HIGH SCHOOL. By Franklin W. Johnson, Teachers College, Columbia University. Cloth. 402 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The high school principal is one of the great educational problems, and it is of real educational, professional and even civic importance to have Franklin W. Johnson collect his various writings on high school problems and unify them for a textbook as well as for special professional reading.

It is no secret that the high school problem is a serious matter. The great professional revolution and evolution today is the placing of all school emphasis upon children and youth rather than upon subjects, upon meeting differing personal tendencies in high school students rather than insisting upon uniform attainment in subject matter.

The high school principal is the real problem. A teacher in a high school can achieve little if anything by way of muffling subject emphasis when it is, as it usually is, the absorbing thought of the school.

Nothing can be done until the principal makes it his major achievement to have the entire school deal with young men and young women rather than with subjects.

The old-time notion that the high school principal was chiefly concerned with boys who were riotous and girls who were frivolous, that the teacher's thought of him was as a convenience when she had trouble with a student's conduct or was impatient with a student's stupidity, has not been easily deleted from the standardized rules and regulations.

Few high school principals were, in times past, selected professionally. They invariably came from the teaching force of the school. They had had no professional training for anything except the teaching of their special subject. The great wave of professionalism never swept over them, it merely struck an impassable traditionalist.

Professor Johnson has made a remarkable beginning of a crusade for the humanizing of the public high school. We think it is the best service that has been rendered. He leaves little if anything to be desired as relates to the administrative and supervisory duties of the principal of a high school. The following sentence reveals the author's grasp of the situation: "With the increasing complexity of the organization of the school the principal has been forced gradually to transfer his activity to the office, where, in his swivel chair, he has become buried in the multitude of administrative details that grow out of his relations with pupils, parents, teachers, superintendent and school board, and the general community."

With this situation the author deals heroically, intelligently and wisely.

PSYCHOLOGY FOR CHILD TRAINING. By Arland D. Weeks, North Dakota Agricultural College, Fargo. Cloth. 312 pages. New York: D. Appleton and Company.

In an interesting and wholesome way Arland D. Weeks talks familiarly with parents about bringing up their children. He has the psychological point of view, but he doesn't overdo that phase of child training. There is the saving grace of common sense.

The author has an autobiographical tendency which adds greatly to the charm of the book.

The chapter on "The Social Instinct" is a near classic, the nearest a classic of anything we have seen on that subject. In this chapter the author is at his best. It would be of inestimable value to every teacher and to every parent to read this chapter especially.

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TREND OF THE TIMES

Dollar-A-Year-Men To Pay Italian Debts

In order to relieve the Italian Treasury of the burden of debt installments to the United States until 1930, a plan was broached in Genoa whereby subscriptions of $1 a year for five years would be received from individual citizens. The plan, vigorously pushed by Chambers of Commerce and industrial and commercial concerns, met with enthusiastic approval from all classes. Premier Mussolini sanctioned the raising of war debt payments by a popular one-dollar-a-head subscription in his speech to the Chamber of Deputies. He called for $1,000,000 by November 30. He predicted that if Italy will give this spectacle to the world, it will command admiration of all.

On November 13, in Washington, Foreign Minister Volpi of Italy and Secretary of the Treasury Andrew W. Mellon signed the debt accord—and a moment later Count Volpi unexpectedly handed Mr. Mellon a check for $5,000,000, being payment of the first yearly instalment seven months before due. Appreciation of America's good will and fairness was expressed in a message from Premier Mussolini.

366 Lives Saved on Burning Liner

Wholesale loss of life was averted by the valiant and effective work of officers and crew of the Clyde line steamer Lenape, when that vessel caught fire from some unknown cause, the night of November 17. After the flames had been fought for several hours, hope of saving the steamer was abandoned, and the Lenape was beached on the Delaware coast, the crew and all the passengers, except one being landed in safety. The liner had sailed from New York for Charleston and Jacksonville. The passengers' luggage and more than forty automobiles were destroyed and the liner itself was a blackened wreck. There were 367 persons aboard when the fire broke out in an after hold.

Britain Mourns Death of Aged Queen

Alexandra, mother of King George of England, died of heart failure November 20. The dowager queen was nearing her eighty-first birthday, and plans were being made for celebration of that event on December 1. Coming from Denmark as the bride of the Prince of Wales, later King Edward VII, Alexandra soon became a great favorite with the English people and retained a high degree of popularity and esteem throughout her life. Much of her time and money were devoted to charitable enterprises.

President's Address to Business Men

President Coolidge, in an address before the chamber of commerce in New York, November 19, gave assurance that honest business would be unhampered by governmental regulations. He defended the policy the United States is pursuing toward debtor nations, declaring that it is beneficial to both creditor and debtor, in particular strengthening the credit of the latter.. He expressed opposition to lending to foreign governments for purposes of armament, but approved aiding them to get on their feet industrially and commercially. He reiterated his belief that this country should join the world court.

New Bedford, Mass., with more than 100,000 population, has not had a death from automobile traffic in seventeen months. No other city in the United States can match that record. The secret seems to be that New Bedford takes away the license of a reckless driver. More than 500 such licenses were revoked there during the year.

Railroads Effect Fuel Economy

The Class 1 railroads of the country saved over $23,000,000 on their fuel bill during the year as compared with the corresponding period in 1924, according to figures compiled by the bureau of statistics of the Interstate Commerce Commission. The total cost of coal and fuel oil for the first eight months of this year was $214,736,375, as against $237,750,593 for the first eight months of last year. The difference is the result partly of lower-priced fuel and partly of economies effected by the railroad management. As a result of these economies the carriers were able to move 1,000 tons of freight a mile at an average expenditure of twelve fewer tons of coal than in the first eight months of 1924.

Oberammergau Recovers From War Destitution

Oberammergau, the Passion Players' village, left destitute by the World War, again is attaining a measure of prosperity. American orders for carvings have kept the people busy for a year, due principally to the visit of Anton Lang and other Passion Players to the United States. The village's wealth was considerably enhanced also by the recent fiftieth anniversary celebration of the unveiling of the Crucifixion group presented by the late King Ludwig II of Bavaria. The celebration attracted almost as many visitors daily as does the Passion Play.

Hoover Sees Need of More Inland Waterways

With a population increase of 40,000,000 likely in the next twenty-five years, Secretary of Commerce Hoover declared in an address to civic and agricultural associations in Kansas City that the time is ripe for the United States to embark upon creation of a gigantic system of inland waterways. For generations, the secretary pointed out, "we have driven our energies in the development of land. Today we must speed the development of water in its aid to the land—power, irrigation and, above all, transportation." Unless more railway trunk lines are built in states that could be served by waterway systems, waterways must be improved to take part of the burden, the secretary declared.

Say Dry Law Benefits U. S.

David Lloyd George, former Prime Minister, recently spoke favorable words about the prohibition law in the United States in an address at the City Temple in London. One hundred and ten millions of people do not continue to make fools of themselves for long, he said. "They are the most prosperous people under the sun, not because they have the gold, but because they have not the drink," he concluded. Lord Mayor Gibson of Leeds, England, stated his belief that prohibition is a wonderfully good thing for the United States. The lord mayor has visited the United States every year for a long period. In his opinion prohibition has been one of the main causes of the remarkable success of the American people in the last few years.

The United States and Canada are the two most important apple producing countries in the world, and supply from three-fourths to nine-tenths of the import needs of the other countries.

Large Income from Debt Payments

During the next sixty-two years this country will receive $12,310,403,285 through war debt settlements already made with England, Poland, Finland, Lithuania, Hungary and Belgium, says Capper's Weekly. The annual payments of principal and interest will increase until a permanent figure of $198,584,792 is reached. When France and Italy come in $7,000,000,000 more will be added to the total, and Uncle Sam will receive an average payment of about $300,000,000 a year. At that, he will be out quite a bit of cash, for he is paying four and one-quarter per cent. interest on Liberty bonds and will receive about three and one-half per cent. interest in return.

New England Figures Show Advance

That New England is slowly slipping, or at least standing still, is another of the long list of popular fallacies, says Nation's Business Magazine. As a matter of fact, the census shows that it is almost keeping pace in population with the rest of the country notwithstanding the migration to the South. New England railroads, with their small mileage, carried more forest products than the North Pacific and California roads with twice the mileage. The little Bangor & Aroostook, 616 miles long, carried 25,894 cars of potatoes last year, while four principal railroads, with 15,028 miles in Minnesota, North Dakota and Wisconsin, carried 25,185. New England, "the coming country," is the place for young men, the article concludes.

Vatican Gets Loan for College

The arrangement by which the Chase National Bank of New York and Blair & Company have lent $1,500,000 to the Vatican for the purchase of the Villa Gabrielli on the Janiculan Hill, Rome, means the establishment of modern college buildings for the Eternal City, the first of which will be occupied by the American students of the American College. It is the first public borrowing of the Holy See in the American financial market, and probably the first Vatican borrowing from public banks in more than fifty years. The American College, opened in 1859, is situated in the heart of the old city. Originally a convent, later used as a French garrison, and afterward remodeled for college purposes, it always has been overcrowded. From its original thirteen students it increased to sixty just before the war. Students living there today exceed two hundred in number. The new site for the college adjoins the Vatican garden, across the Tiber River from the present site.

MacMillan Reports Viking Colonies

The MacMillan Arctic Expedition, fostered by the National Geographic Society, has returned to the home port, Wiscasset, Me., of its leader, Commander Donald B. MacMillan, after an adventurous voyage of one hundred and twelve days. The party, twenty-nine in number, and made up of scientists and aviators in search of new Arctic lands, left Wiscasset on June 20, 1925, in two auxiliary schooners, Bowdoin and Peary. Through the co-operation of the Navy Department and the approval of the President, they carried three airplanes, under the supervision of Lieutenant-Commander R. E. Byrd. The base for operations was at Etah, Greenland, on Smith Sound, seventy-eight degrees and twenty-eight minutes north latitude, or about 700 miles from the North Pole. The explorers were in constant touch with civilization by means of modern radio broadcasting and receiving equipment. Unprecedented bad weather curtailed their activities to a very large extent. While at Etah they had but about 100 hours of good weather. The experiment of using airplanes in Arctic work proved unsuccessful although the aviators flew an aggregate of 6,066 miles. On the return trip the party stopped at Godhaven, Greenland, to visit ancient Norse ruins, believed to be the earliest of white man's habitations on the American continent. In Labrador they discovered settlements which they believe can be proved to be at least 1,000 years old and probably 1,500, and would seem to establish the fact that Norsemen left colonies in North America hundreds of years before Columbus. Commander MacMillan asserted that the dog remains the king in Arctic work, and will retain this hold until the dirigible, rather than the plane, can be brought into play in future explorations. A wealth of trophies were brought back by the scientists, including specimens of animals, birds, and plants most of which were secured in and near Etah.

The present shortage of white horses is a matter of anxious concern to musical instrument makers, for it is from the tails of white horses that violin bows are made. Black hair, it seems, is too coarse for the smaller and more delicate bows, and is used only for such instruments as the double bass.

Y. M. C. A. Report Shows Activities Doubled

Expenditures by the Young Men's Christian Associations of the United States and Canada have doubled since the war, bringing the total annual turnover to more than $50,000,000. This is shown in the Year Book and official roster for 1924-1925, compiled by George B. Hodge, and issued by the National Councils of both countries. Operating expenditures for the year were $51,914,000 against an income of $51,874,400. There were 968,929 members listed in the organizations. Nearly 100,000 business and professional men directed the service, giving their time without compensation. There were 5,258 employed secretaries.

Louisiana Ends Its Lottery Business

For the last time the other day the lottery wheel was turned in New Orleans, and the matter was wound up. The lottery was arranged during the administration of Mayor Charles J. Leeds. The capital prize was $5,000 and the lowest prize was $20. The players in the lottery were the holders of bonds which were issued by the city of New Orleans fifty years ago. During the time the bonds were outstanding the city from time to time purchased as an investment numbers of the bonds at current market prices, so that when the final drawing was made the city owned about half the issue and shared heavily in the lottery prizes. This lottery, which was closed after the passing of the anti-lottery law, had not been called to mind recently. It marks the end of the governmental lottery business in the United States.

A church which had been disused for some time in a fashionable section of London has been altered into a very desirable residence by a woman who bought it at auction.

Do You PRACTICE thrift as well as You TEACH it?

Have you really learned to save a certain part of your income every month? And do you put it where it earns 5 3-4 per cent. interest compounded every quarter, as regular savings in this bank have drawn for 27 years past?

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EDUCATION IN ACTION

Tin Can Tourists Establish Own School

Nothing dismayed because local schools were filled to overflowing by the children of regular residents, "tin can tourists" encamped in Kissimmee, Florida, have begun their own school from curriculum to campus. Two hundred of the demi-bourgeoisie of the motoring public, most of them here as a result of the Florida land boom, employed Miss Isabelle Upham to teach the school, erecting their own building. Nineteen boys and girls, ranging from first to eighth grades, were present at the opening.

Plan Revision of Public School Curriculum

Five hundred school systems have entered a co-operative plan for curriculum revision, according to Edwin C. Broome, superintendent of schools for Philadelphia. The time has come for a comprehensive, nation-wide revision of the curriculum, Mr. Broome says, and the Department of Superintendence of the National Education Association has appointed a commission to take the leadership in the movement. Not only leaders in education, but laymen as well are interested, because the growing cost of education demands every possible saving of school funds, and because of the plain need of saving human energy and time by preventing waste of educational effort.

Comparison of Rural and Urban Costs

The average length of the rural school term is two months shorter than in the city, while the school expenditures for the city child exceed those for the rural child. Latest computations from statistics from the United States Bureau of Education show that the average annual per pupil cost of public education for children in cities of 10,000 or more was $93.73, and that for all other places it was $55.39. Poor rural schools, according to the Department of Interior, are partially to blame for the fact that the per cent. of illiteracy in the rural sections is 7.7 as compared with 4.4 in the cities; that farm tenantry is on the increase; that many of the best families move to the cities in order to educate their children, thus draining the country of many young people capable of leadership, and that the leaders of agricultural organizations, seeking to remedy conditions through legislation, are frequently those who have not had practical farm experience.

Wins Trip To Chicago

Pearl Granville, a sixteen-year-old girl of Madison, N. H., has been awarded the distinction of being the most outstanding member of the Junior Home Economics Clubs of New Hampshire. The prize which Miss Granville will receive will be a trip to the National 4-H Club Congress at Chicago which is to be held from November 26 to December 4. Decision was announced by Miss Mary L. Sanborn, assistant state club leader at the University of New Hampshire.

Chile To Erect New School Buildings

Chile is studying a plan for the expenditure of $75,000,000 for the construction of school buildings and the remodeling of old ones. It is expected that a technical commission will be appointed to study the school needs of the nation and adopt a building program to meet present and future requirements so far as the acquisition of sites for new schools throughout the nation is concerned.

Farm Courses In Illinois Increase

Vocational agriculture departments have had a steady growth in Illinois since the establishment of the plan for reimbursement from state and federal funds, says a report issued by the State Department of Public Instruction. During the year 1923-24 there were 137 high schools in the state offering vocational agriculture, while for the fiscal year 1924-25 there were 144 schools. Twenty new departments have applied for approval for the year 1925-26. The steady increase in the number of schools which have added departments of vocational agriculture is cited as an indication of the value of the work to the rural communities. Each boy in the vocational agriculture courses is required to conduct a home project of some type of farm practice which is the basis for the instruction of the course. The financial report on projects completed between July 1, 1924 and July 1, 1925 shows a total earning on 2,503 completed projects of $217,544.36. This makes an average of $86.91 profit for each boy who conducted a home project. The profits which these boys made as the result of their project work total more than the complete cost of the vocational agriculture departments to the local communities in the State of Illinois.

"Constants" of Liberal Education

The subjects required of all students, irrespective of specialization or individual interest, should be five, namely: English, mathematics, science, physical training and social science (including history) according to a decision reached in the educational conference held recently at North Woodstock, N. H., at which were present commissioners of education, superintendents of schools, principals and deans of normal schools, colleges and schools of education in New England.

Congressional Library Has Over Three Million Volumes

The collection of books in the Congressional Library at Washington is now the largest in the Western Hemisphere and third in the world. It comprises over 3,179,000 printed books and pamphlets, maps and charts, pieces of music; also photographs, prints, engravings and lithographs numbering about 2,000,000. The collection is rich in history and political science; in official documents, National, state and foreign; and in Americana, including important files of American newspapers and original manuscripts.

Must Read to Win Success

Business men should give more time to reading of "constructive and interesting periodicals and books," if they are to keep abreast of the times, the board of directors of the National Association of Credit Men set forth in a declaration at Atlantic City, N. J. "The rush of modern business leaves ordinarily time enough in the daily program for only superficial reading. Heretofore we have looked upon this subject in a rather indifferent way, but now the conviction is strong that careful reading is a necessary element in the building of skill for any kind of business or professional occupation.

Propose All-Year School Sessions

All-the-year sessions are proposed for the high schools of Omaha, Nebr., following the successful experience of the technical high school with the four-quarter plan. This school has been operating forty-eight weeks a year for seven years, and the plan has proved very satisfactory. A four-year class is graduated at the end of each twelve-week quarter. Bright and energetic pupils may complete the entire course in three years. The other three high schools have already adopted an eight-week summer session.

Two Walk 175 Miles to Get an Education

Two boys from Florala, Alabama, Samuel Hart and Edwin Foster, entered Howard College in Birmingham, Ala., at the opening of the school year after having walked 175 miles. Both boys are graduates of the Covington County High School. In modest circumstances, they found it necessary to walk to Birmingham and to depend upon their own efforts if they were to attend college. They worked en route to school, thereby securing sufficient funds for food and lodging. They neither asked nor accepted charity. They arrived at the college in fine fettle and entered upon their studies with zeal.

Cuban School Appropriations Large

One-sixth of all the expenditures of the Republic of Cuba during the coming fiscal year will be devoted to education. The budget recently approved by the Cuban Congress carries a total of $83,787,588, and the education department will expend $14,055,166 of it. No other branch of the government received so much. Guatemala's budget for 1926 allots an even larger percentage to education, namely, 18½ per cent. Only "treasury and public credit" received more. In the budget of Mexico, education stands fifth in the list of items and received 7 per cent. of the amount appropriated.

Norwich University Building Destroyed

Dewey Hall, the administration building at Norwich University, Northfield, Vt., was destroyed by fire recently with a loss of $300,000, despite the utmost efforts of the cadets and the town fire department to save it. A score of persons, including Lieutenant John C. MacDonald, commandant of cadets; Jimmie Rice, the football star, and Donald Loker, president of the junior class, narrowly escaped being crushed when the roof fell in. Dewey Hall was a three-story brick building housing the offices of the president, the dean and other officers. It was the oldest building on the campus.

New Jersey Finds School Wells Unsafe

More than half the water drawn from wells for use in New Jersey public schools depending on such sources is unsafe, the State Board of Education was informed in a report from the State Department of Health. The Health Department made twenty-seven tests which showed that only forty-two per cent. of the samples were safe. Discussion of the report, which was submitted in the form of a communication to Mrs. Edward L. Katzenbach, disclosed that the Board of Education is more or less powerless to cope with the situation. The remedy, it was said, rests with local health authorities.

A German professor finds that Americans eat more than any other people. The average American consumes 3,308 calories daily, the Englishman 2,997, while the frugal Japanese is content with 2,553.

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Honors for Dartmouth Athletes

Two members of Dartmouth's 1925 football team have awarded the Morrill Allen Gallagher Memorial Scholarships for 1925-26 at Dartmouth. These are annually given to those two members of the two upper classes who best have shown those qualities upon which the selection of Rhodes Scholars is based. The winners of the scholarships for this year are Andrew J. Oberlander, '26, of Everett, Mass., and John H. Fuqua, of Chicago, Ill.

Give Forty-seven Scholarships at N. Y. U.

Scholarships totaling $13,340 were awarded to students of the College of Pure Arts and Science and the College of Engineering at the University Heights branch of the New York University. Deans A. L. Bouton and C. H. Snow announced the names of forty-seven students attending the colleges of which they are heads, who will receive the 1925-26 awards. The winners represent many sections of the country and are members of each of the four college years.

Graduate Adviser to Guide Pre-Medical Men

As an aid to undergraduates intending to enter the Medical School, Harvard University has appointed Dr. Hallowell Davis ('18), official tutor and instructor in the pre-medical sciences. The duties of Dr. Davis are to help men properly to correlate their work, and to advise them in planning their schedules not only to meet the requirements for entering any medical school, but also to get the soundest general foundation possible for their medical education.

A Course for Leaders of Junior Clubs

A combined theory and practice college course in Junior Achievement Club work, which is being directly applied by the students as they act as achievement club leaders in Springfield, Mass., is being offered this year for the first time at the American International College, Springfield, Mass., as a required course in the Social Service Department. The suggestion which led to the organization of this unique class in applied social service work came last summer from Chancellor Chester S. McGown after learning something of the Junior Achievement Club work through the Achievement Training Camp, which was held in 1924 on the International College campus. The matter of outlining the course and organizing the work has since been carried on by Mrs. Dora Martin, director of the social service department of the college. The class lectures are being given by Ivan L. Hobson, director of the Junior Achievement Bureau. Each student enrolled for this course is to go into a section of the city in which her own nationality is to be found and there organize through her own efforts a Junior Achievement Club, which she will conduct through the year, applying the knowledge gained at both the lecture and handwork periods.

King's English Yields to American Influence

There were "Windsor chairs" in Philadelphia before they were called by that name in England, William A. Cragie, editor of the Oxford Dictionary, said at the University of Chicago, where he has arrived to edit a dictionary of American English under the auspices of the university. Even the "King's English" yielded to American influences in the eighteenth century when American words began to supplant others that had been dropped in England in the seventeenth century. "In the last fifty years more words have been contributed to the English language than in any similar period except the Elizabethan period," said Dr. Cragie.

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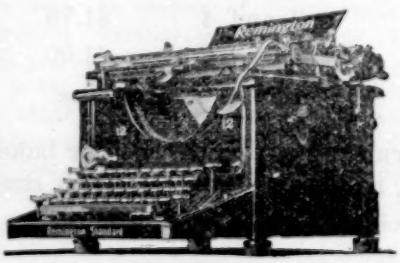

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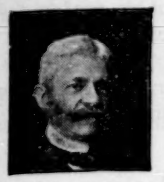

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A mother sent her little son to take his even smaller sister safely to kindergarten. When the boy was back in a surprisingly short time the mother asked:—

"William, did you act like a little gentleman and treat Marie like a little lady, as I asked you to?"

"Oh, no," said William carelessly, "we canned that lady-and-gentleman stuff, and I chased her most of the way."—Los Angeles Times.

A Match for Him

Smart college man—"Your school is not a seminary; it's a match factory."

College girl—"You're right, we furnish the heads and get the sticks from the men's college."

Queer He Noticed It

The teacher's last question was meant to be a scientific poser.

"What is that which pervades all space," she said, "which no wall or door or other substance can shut out?"

No one had an answer ready but Toni Schiapacasse.

"The smell of garlic," he said.

A Few Bars

An Alabama darky, who prided himself on being able to play any tune on the banjo after he had heard it once, perched himself on the side of the hill one Sunday morning and began to pick the strings in a workmanlike manner.

It chanced that the minister came along. Going up to Moses he demanded harshly:—

"Moses, do you know the Ten Commandments?"

Moses scratched his chin for a moment, and then, in an equally harsh voice, said:—

"Parson, jest yo' whistle the first three or four bars and I'll have a try at it."—Bindery.

The Nth Degree

"Well, Dad," said the youth just home from college, "I made it all right and got my A. B."

"Good," said the proud parent, "Now you can go out and get your J. O. B."

Stumped

The supervisor of a school was trying to prove that children are lacking in observation. To the children he said: "Now, children, tell me a number to put on the board." Some child said: "Thirty-six." The supervisor wrote sixty-three. He asked for another number, and seventy-six was given. He wrote sixty-seven. When a third number was asked, a child who apparently had paid no attention called out: "Theventy-theven. Change that, you darned thucker!"

Willing Spirit, Weak Flesh

Mother—"Jimmie, what would you like to give your cousin Tim for his birthday?"

Jimmie—"I know; but I'm not big enough!"—London Answers.

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To Feature Chemistry At Williamstown, 1926

Part of the plans for the 1926 Institute of Politics at Williamstown, Mass., were announced recently by Dr. James F. Norris, president of the American Chemical Society, New York City. Dr. Norris explained that he was empowered to make the announcement because the developing influence of chemistry in modern civilization will be the chief theme of the institute. Leading men of science from the United States, Great Britain and the Continent will participate. Dr. Norris asserted that next year's sessions of the institute will make the Berkshires a world theatre for serving notice upon governments and peoples that chemistry is so profoundly affecting the destinies of mankind, both in peace and war, as to become an inseparable factor in the shaping of international affairs.

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PATHWAYS

An order for 500 Pathways came to us recently from Springfield, Mass. As Springfield is only one of many towns and cities that have adopted Pathways this fall, we ought to say a word regarding the plan of the book.

The Arlo Plan of Reading and Study is based directly on the mental picture. A mental picture, clear in its outline, remains easily in the mind. If that picture is a part of a chain of mental pictures, closely related, the different units in the chain are retained more clearly, and for a longer time. Neither a clear picture nor a well-connected chain of pictures can be made unless the process is fairly rapid.

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We should assign units of not over two pages for silent study, or oral reading, to be completed in not over two minutes, and should then expect the pupil to express himself in good English on the topic studied. The home work should be to perfect the story, not to study in advance.

Ten pages a day would be a modest attainment. At this rate, without hurry, the book could easily be completed in less than three months. Each week beyond that time the book becomes of less and less value, as the chain of mental pictures becomes more and more blurred.

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Thompson Retires as President of O. S. U.

For thirty-eight years a college executive, Dr. William Oxley Thompson retired on November 5 as president of Ohio State University. Alumni and friends the country over, public officials, presidents of other colleges and universities, faculty members and students alike joined in honoring him. The day also marked his seventieth birthday. More than sixty campus organizations, including numerous honorary societies, conferred memberships on him and otherwise honored him. Professor George W. Rightmire, of the College of Law, becomes acting president, pending selection of a new chief executive.

Teachers Ordered to Stay Home Week-Ends

School teachers of Shabbona, Ill., have been limited to one week-end visit a month to neighboring cities. The local board of education made this ruling recently after J. B. Stout, superintendent of schools, had said that the teachers did not take sufficient interest in the civic affairs of the town. Nine teachers are employed in the school here.

Vincennes University 119 Years Old

Vincennes University of Vincennes, Ind., now in its 119th year, is the oldest institution of higher education in the state. The Indiana territorial legislature at its first session in 1804 passed an act to incorporate a university in the Indiana territory to be known as Vincennes University. This was approved by Governor William H. Harrison, November 29, 1806. A faculty of five, including a president and four professors to teach Latin, Greek, French and English, mathematics, natural philosophy, logic and rhetoric, was provided. The university was authorized to raise $20,000 by means of a lottery and the professors and students were exempted from military duty while connected with the school. The work of instruction began in 1810 with the Rev. Samuel Scott as the first president.

Governor-General Leonard Wood announces that four hundred and thirty-five lepers have been cured by chaulmoogra oil in the Philippines during the last four years.

MEETINGS TO BE HELD

NOVEMBER

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Association of University Professors, Chicago, Ill. Professor H. W. Tyler, Massachusetts Institute of Technology, Cambridge, Mass.

28-29: American Association of Teachers of Spanish, Columbus, Ohio. William M. Barlow, 302 Stanley avenue, Tompkinsville, New York.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

29-30: American Linguistic Society, Chicago, Illinois. Professor Roland G. Kent, University of Pennsylvania, Philadelphia, Pa.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: The Pennsylvania State Education Association, Scranton, President, Miss Jessie Gray, Philadelphia.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

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